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ABSTRACT

This document is a teachers guide explaining the purpose and contents of an educational radio series in Brooklyn, New York which dramatizes the issues affecting the roles of women who are first entering the work force, and explores opportunities for alternative career choices. Part one examines the cooperative education programs, the executive high school internship programs, and the Bureau of Educational and Vocational Guidance. The roles of these programs in the preparation of women students through career counseling services and on-the-job training experiences in diverse and specialized occupational settings are reviewed and compared. Part two is a program guide to thirteen radio social dramas which includes a synopsis, list of instructional objectives, references, group and individual follow-up activities, and suggested readings for each program. The guide is designed to enhance student understanding of the particular issue or problem illustrated by the dramatization. Additional references include a list of women's organizations and ethnic and minority organizations. (JCD)

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A Teachers Guide

WNYE-FM 91.5

Women Break Through: Students At Work

ED209408

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TABLE OF CONTENTS

	Page
Introduction	1
Cooperative Education	2
Executive High School Internship Program	4
Bureau of Educational and Vocational Guidance	5
Bibliography	8
Radio Programs	
Abracadabra	10
The Investment	12
The Front Desk	14
The Big Plus	16
Dirty Hands	19
Cutting Wood	22
The Laboratory	28
Ida B. Wells: Investigative Reporter	32
Organizer for the Farmworkers Union	32
Painting Cars	37
The Hearing Aid	40
Teacher Training Program	42
Student Panel	42

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INTRODUCTION

As far back as 1792, the English author Mary Wollstoncraft issued a plea for women in "A Vindication of the Rights of Women." Though Mary Wollstoncraft's ideas found a following, and though through the years women did win some concessions, they retained only precarious rights in a world governed by men. Individual women fought their way into professions formerly inhabited solely by men, but in every case the woman had to be better, brighter and stronger than the men with whom she was competing.

In 1963, Betty Friedan hurled the term "feminine mystique" into our consciousness. Some women began to think of themselves in a new way. Leaders in the Women's Movement stressed non-sexist language and non-sexist education. In recent years, much progress has been made in opening up more opportunities for women than were available in the past. However, many young minority women who are in school now still think of themselves only in the traditional roles of homemaker, nurse or secretary. They underestimate their own abilities and limit their aspirations. They are still under the influence of family pressures and cultural traditions.

In New York City these young women are usually Black or Hispanic and they are the prime target audience of our series. The secondary audience is made up of the parents and teachers of these young women and the communities in which they live. Minority girls and young women from eleven to seventeen need to recognize their own potential; they need to know that they too can become scientists or printers, computer operators or air conditioning repairers. They need to know that they can select courses in high school that will prepare them for study and work in non-traditional areas, and they can participate in work-study programs which will offer practical experience in specific job fields and possible entrance into them for the future.

Since the passing of Title IX legislation, courses of study such as carpentry and electronics, which were not available to women in the public high schools, have now opened up. However, barriers still thwart the efforts of young women students to break through to new careers. Minority women have double barriers associated with their race and ethnic background as well as their sex. Black and Hispanic communities have a history of discouraging young women from entering so called "masculine" fields.

Women students themselves have not changed their own thinking sufficiently to take advantage of the new non-traditional courses available to them. Parents, teachers and members of the community have not been as supportive to them as they could be. A climate of thinking needs to be developed in the community which will nurture the desire of young minority women to seek out all possible options in their choice of career goals. The media is a most powerful means of changing the climate of opinion within a community. The dramatic radio series WOMAN BREAK THROUGH: STUDENTS AT WORK dramatizes the experiences of young women who are taking advantage of new opportunities and breaking into fields which were previously inaccessible or difficult to enter. It will present role models for minority girls and young women to emulate. The Women's Rights Movement has had little impact on this group and there is a crucial need to illustrate, in terms they can readily understand, the possibilities open to them. Students in fifth and sixth grades, junior high school and early high school years need to be motivated to select courses that will prepare them for these new career goals. Doors are opening; they must be qualified to enter.

COOPERATIVE EDUCATION

Cooperative Education, established in 1915, is one of the oldest and largest "earn-learn" programs in the nation. Throughout its long years of continuous operation, it has provided thousands of high school junior and seniors with an early work experience which is related to their school studies. The program seeks to develop vocational efficiency and a better social and personal adjustment among young people through the joint efforts of the City's school system and the employer, each playing an important role in the education and training of the enrollees. The strong linkages developed with the business and industrial community help to promote the program and to provide new and additional employment opportunities for young people.

At present, there are more than 12,500 11th and 12th grade students representing 85 high schools in all the boroughs who are alternating between working on an employer paid job and attending school. Special Education students with limited English speaking ability are enrolled in the Program, and after training are mainstreamed into suitable job slots.

The Cooperative Coordinator, who is selected in each participating school, publicizes the program through assemblies, meetings with groups of students, the school newspaper, bulletin boards and whatever other media of communication are available. In addition, teachers, guidance counselors and other school personnel also recommend students to the Program.

Although students may be selected at the end of the 10th grade, program participation does not begin until the junior year of high school. The school coordinator carefully checks each applicant's record for academic achievement, attendance and punctuality, health, attitudes, etc. However, a below-standard record does not automatically disqualify students who are truly motivated to change or those who express a sincere desire to upgrade their performance in the cooperative program.

In each school, the cooperative class is placed in a blocked program. Double periods in English and Social Studies are scheduled to enable students to meet all the academic requirements for graduating on time with classmates enrolled in the traditional high school program.

Cooperative students receive one academic credit for each semester of work experience. The grade they receive, which becomes part of the permanent school record, is based on a special rating form which is completed by employers at the conclusion of each semester of work experience.

Although there is a sizeable part-time daily program--half day at school and half day at work, a cycle and a semester schedule, the majority of the students follow the alternate week cycle--one week attending school and one week on the job. In essence, the worksite becomes a laboratory where students have many opportunities to put their newly developed occupational, interpersonal and communications skills to the test in the real world of work. Conversely, students often bring their work related problems back to the classroom, thus enabling teachers to amend, adjust or augment the course of study to better match current employment needs.

Cooperative Education recognizes the fact that proficiency in occupational skills only is not sufficient for students' successful adjustments. Going beyond the traditional classroom walls, the Personal Growth Laboratory, a one week course in human relations, was established in 1976. Through sophisticated audio-visual means, as well as role playing, students assigned to the workshop have the unique opportunity to test their behavioral patterns and its effect upon others in an atmosphere that is both warm and supportive. Work related as well as personal problem solving under the guidance of a trained teacher-facilitator, is an important part of the Personal Growth Laboratory Training. The new insights gained in the training are applied to the job to school and to family and life situations.

Marginal students, or those who are not job ready, are assigned to Skills Training Centers where they receive intensive training and practice in occupational and basic skills--i.e., typewriting and clerical practice, reading, business arithmetic--according to individual needs. At the Centers, students learn the acceptable dress and behavior code of the business world. They learn how to fill out job application forms and how to conduct themselves at job interviews. Shortly after completing these special training components, more than 95% of the participants achieve job readiness and are recommended for employment.

After joining Cooperative Education, most students demonstrate dramatic positive changes. They mature more rapidly, gain poise and confidence and develop a heightened sense of self. The carrot of a paid job is the most powerful motivation for young people to remain in school until graduation and to succeed both in school and on the job. Comparative studies of the cooperative classes vis-a-vis traditional classes, show that Co-op students have a substantially higher attendance, punctuality and retention record. A six month follow-up study of graduates, conducted each year, consistently indicates that more than 90% of the Co-op graduates are either working and/or enrolled in post high school training.

Although the majority of the job slots are in the clerical area where many work opportunities exist in New York City, Cooperative Education also places a sizeable population in industrial, trade, technical and health career areas. At present, there are more than 1,000 private sector employers, representing the entire gamut of our cities' business and industry, who, year after year, turn to the Cooperative Education Program to fill their entry-level employment needs. Many students stay on with the company that trained them and build full time careers, rising to higher positions and managerial posts.

The Cooperative Education Commission, and advisory council, comprised of top level leaders in business, labor and the community, assists the program in forming and maintaining strong business/education linkages. Organizations such as the Economic Development Council, the National Alliance of Business, the New York City Chamber of Commerce and Industry, and the Real Estate Board of New York City, Inc., endorse and support the Program and lend their influence and assistance in locating new and additional job sites for the additional number of students requesting the cooperative alternative each year.

Although it is a long uphill process to reduce and eliminate the old stereotyping and prejudices which have traditionally been linked with specific occupations, the Job Development Unit of the Office of Cooperative Education assumes the serious responsibility of advancing sex equity as mandated by law. As a result, many more of our 1,000 participating companies are now hiring qualified and motivated young people on a non-sexist basis. Each year, more female students are being identified to work in major companies as mechanics, painters, typesetters, computer specialists, and other jobs tradionally reserved for males only in the not-too-distant past.

It would be highly unrealistic to think that sexism has disappeared in job training and job placement, but at least, the ground has been broken and some real inroads have been made. The Office of Cooperative Education is committed to advancing sex equity in job training and job placement to comply with Title IX of the Education Act of 1972.

THE EXECUTIVE HIGH SCHOOL INTERNSHIPS PROGRAM

The Executive Internships Program is sponsored by the Board of Education. An Executive Intern spends one full-time semester with a senior official in a government agency, an educational or cultural institution, a private civic organization, a corporation, or some other organization with broad public interest. The Intern functions as a special assistant to the Executive Sponsor by attending important meetings and conferences, preparing vital reports, undertaking special analytical studies, making public presentations, preparing policy recommendations, and developing other significant projects requested by the Sponsor.

The Intern also participates in weekly seminars on urban policy development which include conferences with high-level officials, field visits to program operations, and related reading assignments. Seminar topics deal with an analysis of goals and objectives of a particular program; budget, personnel policy, organization, and administration; program design and development; evaluation; politics; group dynamics; and institutional decision-making.

In addition to the time spent with the Internship Sponsor and the seminars, each Executive Intern is required to keep a daily analytical log of his or her activities in the program and, at the end of the semester, to present a project to the high school which demonstrates what has been learned in the program.

BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

The Bureau of Educational and Vocational Guidance under the direction of Daisy K.Shaw, serves to improve all guidance services in the schools. The primary goal is to promote the development of effective guidance and counseling services as an integral part of the educational process. At the present time services include:

- BEVG Resource Center - This center provides technical assistance in materials demonstration, film festivals, career materials, audio-visual loan service, consultation on career guidance program development, staff training and inservice programs.

- Publication of the High School Directory, and Adult Education Directory.
- Articulation Workshops
- Publication of Guidance Newsletter 7 times a year for counselors, principals, supervisors, parents and agency personnel
- Provide inservice training through Career Guidance Institutes and courses
- Provide programs which directly help students prepare for college or work:
  - High School College Continuum - assists students in making transition from school to college
  - Supportive Services in Occupational Guidance
  - Citywide Evening Guidance Centers -counseling services in career planning, financial aid, personal counseling.
  - FACTS - Financial Aid for College and Technical Schools
  - COATS - Comprehensive Occupational Assessment and Training System - a three pronged assessment of job experience/ preference; employability; attitudes and work station expereinces

- Provide programs for special school populations:
  - TOPP - Teenage Out-of-Wedlock Pregnancy Prevention Program
  - Coordinate services and provide information re: child abuse and neglect
  - Provide Bilingual Counseling Consultant Services
  - Provide technical assistance and workshops in implementing Title IX- Federal Law to Eliminate Sex Role Stereotyping in the Schools

Career Guidance for Students

One of the major concerns of the school counselor is to provide students with the opportunity to explore self (likes, dislikes, strengths etc.), to explore careers and to match the two so that appropriate career decisions may be made. Toward that goal, it is very important to have the necessary information about career availability, labor market trends, and resources available. Integrating the two processes of self exploration and career exploration then becomes the heart of a career guidance program. Programs such as WOMEN BREAK THROUGH are vital in the information gathering and counseling processes, as this series will provide role models of women in nontraditional

careers which is one of the needed experiences in the career development process for all students and particularly minorities. For programs such as WOMEN BREAK THROUGH to have their greatest impact a total career guidance approach is recommended, as is the involvement of the school counselor.

What are the career opportunities? Where are the information resources that are available? What kinds of activities will provide the best experiences in this exploratory process? Let us initially consider the labor market trends for women in the 80's.

The Occupational Outlook Handbook, a major resource of career guidance information for counselors has just released the 1980-81 edition. The publication is produced every two years by the Bureau of Labor Statistics of the Department of Labor, 1515 Broadway, New York City.

The new Handbook includes facts about job prospects and provides estimates of future employment. The following data about job prospects is currently included:

- White collar occupations (professional, managerial, and clerical) already account for over half the work force and there is a rising demand particularly for people to work in environmental protection, energy development and medicine. Expansion of retail trade will cause increased employment of sales workers.
- Blue collar occupations include craft, operative, and labor jobs which account for 33% of all employment. During the 1980's, growth will be slower than the average (increase 5-14%) for all occupations. These occupations are concentrated in mining, manufacturing and construction. In these industries, the use of new production methods will allow more goods to be produced by fewer workers.
- Service occupations (cleaning, food, health, personal and protective services) are expected to grow the fastest of all occupations.

Women have made gains since the 1960's. In an article on December 8,1980 in U.S. News and World Report, the following data was reported:

	No. of Women	
	1960's	1979
Bank, financial managers	12.4%	31.6%
Lawyers, judges	3.3%	12.4%
Physicians, osteopaths	6.8%	10.7%
Sales representatives	7.3%	12.4%
Accountants	16.4%	32.9%
Bus drivers	9.8%	45.5%

However, women still lag behind men in pay and find it hard to move into top management. Traditionally "female" jobs continue to be dominated by women i.e. secretaries - 95.6% in 1979 as compared to 96.7% in 1960; dress factory workers 95.4% - 1979, 96.7% - 1960; bank tellers 92.9% - 1979, 69.3% - 1960. The gap between full time earnings of men and women remains as great as ever 61% - 1960, 60% - 1979.

Other vital statistics concerning women workers recently released by the U.S. Department of Labor, Women's Bureau, Washington, D.C. are:

- About 43 million women were in the labor force in 1979; more than 2/5 of all workers.
- 60% of all women 18-64 were workers in 1979.
- 53% of all black women were in the labor force in 1979 - nearly 1/2 of all black workers.
- 47% of spanish-origin women were in the labor force in March, 1979.
- Women workers are concentrated in low paying, dead end jobs, and so the average woman worker earns only about 3/5 of what a man does, even when both work full time. The median wage or salary income of year-round, full-time workers in 1978 was lowest for minority race/ women - $8,996. For white women it was $9,578; minority men -$12,885; and white men - $16,194.
- The median earnings of full-time, year-round women farm workers were $2,360; private household workers -$2,830; sales workers -$7,644; and clerical workers - $9,158.
- Fully employed women high school graduates (no college) had less income on the average than fully employed men who had not completed elementary school - $9,769 and $10,474 respectively in 1978. Women with 4 years of college also had less income than men with only an 8th grade education- $12,347 and $12,965 respectively.
- Among all families, about 1 out of 7 was maintained by a woman in 1979 compared with about 1 out of 10 in 1969; 40% of black families were maintained by women. Of all women workers, about 1 out of 5 maintained a family; about 1 out of 4 black women workers maintained a family.
- Women were 80% of all clerical workers in 1979 but only 6% of all craft workers (women were about 3% of all apprentices as of Dec. 1978); 62% of service workers but only 43% of professional and technical workers; and 63% of retail sales workers but only 25% of non farm managers and administrators.

Some progress has been made in vocational training. The percentage of female vocational students in homemaking and consumer programs has dropped from 49.5% to 38.2% while women in technical and other traditionally male programs increased from 6.2 to 10.3% (Ford Foundation newsletter Dec.1,1980 p.3). Vocational schooling and apprenticeship are two paths open for access to non-traditional careers in addition to advanced degree.

This data certainly heightens the need for career guidance programs for all students, but especially for women who work for economic need. Women must prepare themselves for the future and be prepared to support themselves and their families. Statistics show that 9 out of 10 girls now in high school will work for pay at some time in their lives, and nearly 40% are dependent on their own earnings.

A shocking fact is that among black teenage women 43% of those in the labot force in March 1978 were jobless, compared with 14% of white teenagers and 21% of hispanic women. These statistics must be turned around. Currently only 1/3 of total employment in management and administration are women. Women compose 5% of all environmental scientists and less than 5% of all physicists. Only 7% of chemists in America are women, and only 10% of all mathematicians are women. Certainly nontraditional career areas are important for todays women to enter.

BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

Suggested Bibliography

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Conversations: Working Women Talk About Doing a "Man's Job". Edited by Terry Wetherby, Millbrae, CA: Les Femmes Pub., 1977

The Effective Woman Manager: Seven Vital Skills for Upward Mobility. Nathaniel Stewart, New York: Wiley, 1978

Everything a Woman Needs to Know to Get Paid What She's Worth. Caroline Bird (edited by Helene Mandelbaum), New York: McKay, 1973

Getting Yours: How to Make the System Work for the Working Woman. Letty Cottin Pogrebin, New York:McKay, 1975

I Can Be Anything: Careers and Colleges for Young Women. Joyce Slayton Mitchell, New York: College Entrance Examination Board, 1975

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The Managerial Woman. Margaret Hennig and Anne Jardim, Garden City,N.Y. Anchor Press/Doubleday, 1977

What To Do With the Rest of Your Life.Catalyst, New York: Simon & Schuster, 1980.

A Woman's Guide to Apprenticeship. Washington: Women's Bureau (address below)

Women in Management. Laurie Larwood and Marion M. Wood. Lexington, MA: Lexington Books, 1977.

Careers Tomorrow. Gene R. Harves, 1979, New American Library, 1301 6th Ave. New York

New Career Options: A Woman's Guide. Helen S. Farmer, Thomas E. Backer, Human Interaction Res. Institute, 10889 Wilshire Blvd. Los Angeles, CA, Oct. 1979

Other Sources of Information

American Business Women's Association, 9100 Ward Parkway, P.O. Box 8728 Kansas City, MO 64114; 816-361-6621. 1500 chapters nationwide dedicated to advancement of businesswomen.

Business and Professional Women's Foundation, 2012 Massachusetts Ave. NW, Washington, D.C. 20036; 202-293-1200. Promotes career opportunities through

research, education and scholarships.

Catalyst, 14 East 60th St., New York, N.Y. 10022; 212-759-9700. Information and publications on career development; national network of Employment Resource Centers.

Coalition of Labor Union Women, 770 Broadway, 13 th floor, New York, N.Y 10003; 212-777-5330. Promotes unionization and develops action programs on concerns of union women.

Women in Science and Technology: A Report on a MIT Workshop, propared by Edith Ruina. Cambridge: Massachusetts Institute of Technology, n.d. Order from: Edith Ruina, Women in Science and Technology, Room 10-140, MIT, 77 Massachusetts Avenue, Cambridge, MA 02130. Focusing on high schools and employers, this report makes recommendations on how to bring more women into the scientific and engineering fields.

Working for You: A Guide to Employing Women in Non-Traditional Jobs. Washington: Wider Opportunities for Women, n.d. Order from: Wider Opportunities for Women, 1649 K Street N.W., Washington, D.C. 20206. A technical assistance guide for employers, this pamphlet gives good advice on how to integrate the skilled trades.

Women's Action Alliance, Complete Resource Guide, WAA 1980, Wm Morrow & Co.

Natl. Career Directory, Occupational Information Handbook, Barry Gale-Linda Gale, Arco, 1979.

Women's Burea, U.S. Department of Labor, Washington D.C. 20210

Opportunities for Women with the Internal Revenue Services, IRS, P.O. Box 3000, Church St. Station, N.Y.C. 10008

Women in the Pits, KY. Mother, 29, As Coal Miner, Wall Street Journal 11/29/76

Center for Women in Medicine, Med. College of Pa., 3300 Henry Avenue, Philadelphia, Pa. 19129, Annotated Bibliography

Non-Traditional Job Training for Women, Women's Outreach Project, Tech. Education Resource Center, 8 Elliot Street, Cambridge, MA. 02138.

Hispanic American Career Educational Resource Inc., 115 W. 30th St. Rm 900, NYC 10001, 868-0623

Minority Women Employment Program, 148 Intl. Blvd., Suite 403, Atlanta, GA.30303

BACKGROUND INFORMATION

ABRACADABRA

Objective

To give students an understanding that increasing numbers of women are graduating from college and choosing professional level occupations.

Synopsis

Chik Fung, a young female work study intern in a New York City high school, cannot decide whether she wants to be an accountant or an artist. She takes a job as an intern layout artist at Abracadabra, a magazine for people interested in magic. She does very well on the job and is ultimately offered a job as assistant editor. However, Chik Fung decides to follow her mother's advice to set her career goals high and go to college.

Background

The educational background of workers often greatly influences their entry level job in the labor force and the level of occupation they will ultimately achieve. Professional level occupations such as being an accountant, lawyer, physician and teacher require a college degree and often, graduate work as well. Increasing numbers of women are entering these professions. For example, from 1960 to 1970 the number of women who became lawyers doubled from 2.4 to 4.7 persent.

Women with college degrees are more likely than other women to remain in the labor force, often because they earn higher salaries and desire to use the skills they acquired through higher education. College graduate women are also more likely to have higher average salaries than women who don't attend college. In 1973, of women 25 years of age and over who worked year round full time, those with four or more years of college had the highest median income - $9,771.Women high school graduates with no college attendance who worked full time year round had a median income of $6,623, about two thirds of that of college graduates. These salaries may appear wuited low because of inflationary changes in salaries but the ratio is the same. College educated women earn higher salaries than do high school graduate women with no college education.

Furthermore, college educated women are more likely to be employed and not encounter unemployment rates of other, less educated women. In 1973, women who had completed eight years of schooling had an unemployment rate of 6.3 percent while women college graduates had a 2.7 percent unemployment rate. Regardless of the year, college educated women are more likely to be employed because they encounter less forced unemployment. In other words, a college education for a young woman is an excellent investment; it often enables her to have a professional job, remain in the labor force if she so chooses, develop her potential and have a higher income than she would have if she did not graduate college.

Follow-up Activities

1. Students identify five colleges they might like to attend. They write the college admissions departments letters and inquire about 1) tuition costs, and financial assistance available 2) entrance requirements 3) major areas of study available and 4) if possible, arrange for a pre-application interview.

2. Students identify five occupations they might like to pursue. Students describe the 1) nature of the work 2) places of employment 3) training and other qualifications 4) employment outlook and 5) earnings and work conditions. All of this information is available in Occupation Outlook Handbook Bulletin 1955 available from U.S. Department of Labor, Bureau of Labor Statistics. It is an annual publication and can be bought from Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402. It is also available in the public library.

3. Students interview three people who work at occupations they would like to have, such as being an accountant, lawyer, teacher etc. In the interview, students gather information under the same headings as in question two.

4. Students role play a scenario in which they are working at their future occupation. Students, in audience, ask them questions about what tasks they are doing, the salary they earn, and how they like the occupation.

Suggested Follow-up Reading

Bush, R. Lorelie. Encouraging Girls in Mathematics: The Problem and the Solution. Cambridge, Massachusetts, Abt Books, 1980.

Haber, Louis. Women Pioneers of Science. New York, Harcourt,Brace,Jovanovich,1979

U.S. Department of Labor. 1975 Handbook on Women Workers. Bulletin 297. U.S. Department of Labor.

BACKGROUND INFORMATION

THE INVESTMENT

Objective

To give students an understanding that female employees may be slotted for low pay, low rank positions due to sex discrimination. But, through hard work and determination, females can overcome sex discrimination.

Synopsis

A competent and ambitious young woman, Elisa Estrella, works part-time in a bank in conjunction with the high school cooperative education office. Elisa finds her excellent secretarial skills are underutilized by her supervisor, Mr. Sinclair, and she objects to the treatment. Mr. Sinclair claims to treat male and female employees the same, but it is clear to Elisa that female employees are slotted into the lowest ranking and lowest pay positions. Elisa switches to another position with a different supervisor, Mike McCarthy. Mr. McCarthy recognizes Elisa's skill and supports her ambition to be a bank manager. Elisa's competency is also recognized by an assistant vice president in the bank and she is offered a position as his assistant when she graduates. Elisa decides she will work full time and go to college at night to earn the college degree she will need to become a bank manager.

Background

Women workers tend to have lower earnings than men. In 1977, women who worked at year round, full time jobs, earned only 59 cents for every dollar earned by men. One reason for the male and female earnings gap is that women often earn less than men for doing the same type of work. For example, the U.S. Department of Labor found that the median salaries of women scientists in 1976 was $1,700 to $6,600 less than those of men in the same field. The prime reason for the earnings gap between male and female workers is that most traditional women's occupations pay less than traditional men's jobs. For example, among professional and technical workers, men earned 52% more than women. Physicians, lawyers, judges, college professors and engineers are likely to be men while elementary and secondary school teachers are women - lower paid professional work.

The single largest occupation for women is clerical work. In 1975, 35% of all working women were clerical workers - such as secretaries, typists, file clerks and bookkeepers. Clerical work, like most other traditional women's jobs offer severely limited career advancement opportunities as well as low pay. There is no career ladder leading from clerical work to management. Most manager's entry level jobs are in management training programs. Most managers are men; in 1975 86% of all managers were male. Managers earn far more than clerical workers. In 1979, male managerial workers median weekly earnings were $386, while female clerical workers median earnings were $180.

Thus it appears sex discrimination remains a major barrier to women's equality with men in the labor force. The Equal Employment Opportunity Commission (EEOC) a federal agency concerned with employment discrimination reports that on the basis of their findings women experience unusual difficulty in getting hired and promoted into top career positions.

References

Source of descriptive and statistical data, U.S. Department of Labor publications:

1975 Handbook on Women Workers, Women Workers Today 1976, The Earning Gap Between Women and Men 1979

Possible Follow-up Activities

1. Students discuss events in which they think they have experienced discrimination on the basis of their sex, race, ethnic background, religion or handicapping condition. Students share their responses to their discrimination and then discuss what they might do if it occurred in the workplace.

2. Students interview male and female clerical workers, bank employees or other working people (including their parents) and ask them if they feel they have been treated differently on the basis of sex in their workplace. Follow-up that question with a direct question asking them if they think there is sex discrimination in employment.

3. Students cut advertisements out of newspapers or magazines showing 10 working women and 10 working men. Students identify sex stereotyping of occupations. For example, few women are shown as managers in a bank; most advertisements depict bank managers as male.

4. Students role play a scenario in which worker asks a supervisor to give them more responsibility and/or asks to be transferred to another department because they feel they are being discriminated against.

Suggested Readings:

Caplow, Theodore. The Sociology of Work. New York. New York, New York, McGraw-Hill Book Co., 1964.

Davidson, Laurie, and Laura Kramer Gordon. The Sociology of Gender. Chicago, Illinois, Rand McNally, 1979.

Kanter, Rosabeth. Men and Women of the Corporation. New York, New York, Basic Books, 1977.

Nicholas, Price and Rubin. Rights and Wrongs, Women's Struggle for Legal Equity. Old Westbury, New York, Feminist Press.

BACKGROUND INFORMATION

THE FRONT DESK

Objective

To give students an understanding of the importance of experience on the job and the importance of further educational training as a means to attain career mobility.

Synopsis

Diane, a high school senior in the Executive High School Internship Program works at the front desk of a large and busy hotel. Diane learns that she must speak directly and clearly to her colleagues and guests and also to respond quickly and decisively to problems that arise. A recently arrived Japanese guest leaves her with 200 dollars without giving her his name or officially registering in the hotel. Diane responds assertively when she tracks him down and politely insists that he deposit the money with the appropriate person. Diane decides to go on to college for a degree in management when she is offered a job at the hotel. She realizes that college training will increase the likelihood of her becoming a manager.

Background

New job opportunities in management are opening up for women due to increased enforcement of civil rights laws and women's willingness to cross sex stereotyped job lines. Among managerial occupations, the number of women bank officers and financial managers has grown rapidly from 2,100 in 1969 to 54,500 in 1975. Similarly the number and percent of women in hotel management has also dramatically increased. There is every indication the increase in the number of percent of women managers will continue to rise.

In the workplace, the competent manager often learns how to improve her/his skills and how to move higher on the career ladder. This type of learning frequently occurs when the neophyte manager is selected as a protege of a senior, more experienced manager who becomes his/her mentor. A mentor grooms a protege for upward mobility. Women, and especially minority women, are less likely to be selected as proteges than are males. Potential mentors or senior managers who can serve as mentors are usually white males. They tend to select males as their proteges. Therefore, if women are to achieve further advancement into management, it will be necessary for women to develop networks or groups to support each other and serve as mentors and at the same time seek training off the job in college or in a graduate school program.

References

U.S. Department of Labor. 1975 Handbook on Women Workers.

Kanter, Rosabeth Moss. Men and Women of the Corporation. New York Basic Books 1977

Follow-up and Activities

1. Students role play being front desk clerk speaking indirectly, mumbling versus speaking directly and assertively. Try to identify if they are male and female sex role differences in assertiveness; more likely there will be individual differences which wipe out sex role differences.

2. Students identify five "non-traditional" occupations they would like to explore. They list educational training and work experience needed to acquire jobs. This is followed up by interviews of persons holding jobs.

3. Students list and describe different types of off the job training programs such as vocational schools, community college training, college training and graduate school training, masters programs, law degrees, medical school, Ph.D programs. The students then match occupations with types of off the job training required.

4. Students discuss the role of the mentor in school and on the job and in other situations. Students need to understand being in a mentor protege relationship is a two sided relationship - both parties giving and receiving.

Suggested Readings

Caplow, Theodore. The Sociology of Work. New York, New York, McGraw-Hill Book Co., 1964.

Chafetz, Janet Saltzman. Masculine/Feminine or Human? An Overview of the Sociology of Sex Roles. Illinois, F.E. Peacock Publishers, 1974.

Epstein, Cynthia. Women's Place, Options and Limits in Professional Careers. California, University of California Press, 1971

Gordon, Francine and Myra H. Strober. Bringing Women into Management. New York, McGraw-Hill Book Co., 1964

Henning, Margaret and Anne Jardim. The Managerial Women. New York Anchor Press, 1977.

Kanter, Rosabeth Moss. Men and Women of the Corporation. New York, Basic Books, 1977.

BACKGROUND INFORMATION

THE BIG PLUS

Objective

To give students an understanding of "double discrimination" or how minority women may encounter two forms of discrimination; sex and race discrimination. Even so, an increasing number of minority women are achieving upward mobility and overcoming the barriers imposed by double discrimination.

Synopsis

Yvette, a Black female cooperative education student works as a page in a law firm. One of the male pages, Rick, constantly teases Yvette. He claims that female pages are less competent than male pages. Yvette responds to Rick's teasing. Yvette's clear and direct responses to Rick are noticed by one of the lawyers in the firm; a Black, female lawyer named Mrs. Lloyd. Mrs. Lloyd urges Yvette to become a lawyer and tells her of her own experiences in law school and working as a lawyer. Mrs. Lloyd encountered double discrimination; both sex and race discrimination. Yvette sees Mrs. Lloyd perform as an outstanding lawyer in court and decides she will become a lawyer too. Like Mrs. Lloyd, Yvette says she will encounter double discrimination but she will overcome it.

Background

Women workers, regardless of race or ethnic background as a group tend to be found in what the U.S. Department of Labor calls "low pay dead end jobs." Jobs such as clerical jobs, service positions, salesperson and household workers. These jobs offer little opportunity for advancement and earn less than traditional male jobs requiring a similar educational background. Furthermore, sex discrimination in the workplace may mean salary schedules, along with promotional salaries are different for women and men. Often women workers are paid less than men for doing the same type of work. For example, among sales workers in retail trade, men's salaries were more than women's salaries in 1977. Men in retail sales tend to sell big ticket commissioned items while women sell most of the lower priced noncommissioned items. Promotional policies also tend to be different for females and males. Males are more likely than females to be promoted to higher echelon positions in corporations, educational institutions and unions. That is why women workers who worked a year-round full time job in 1977 earned only 59 cents for every dollar earned by men and men's median weekly earnings exceeded women's by about $116.

Minority women face a doube burden. They encounter both sex and race discrimination in the workplace. Minority women are more likely to be fired and less likely to be hired than other women and men. Unemployment rates are consistently higher for women than for men, for teenagers than for adults, and for minorities than for whites. Nationwide, the lowest unemployment rate is for adult white men (20 and over). In 1978, it was 3.7%. The highest unemployment rate is for young black women (16 to 19); in 1978 it was 41%.

The U.S. Department of Labor explains the higher unemployment rate as a consequence of double discrimination; minority women experience both sex and race discrimination and encounter a double disadvantage in their job search. Minority women tend to earn the lowest salaries, also often a consequence of double discrimination. In 1977, the median wage or salary income of year round full time workers was lowest for minority women - $8,383; for White women it was $8,787. Male workers, regardless of their race or ethnic background, earned higher salaries than women workers. In 1977, the median wage of year round full time minority men was $11,053; White men had the highest salaries - $15,230. Clearly, sex discrimination coupled with race discrimination places minority women at a severe economic disadvantage. Earning advanced degrees such as a medical degree, or law degree will help to increase minority women's income and power in society.

References

Source of descriptive and statistical data U.S. Department of Labor publications:

1975 Handbook on Women Workers. Women Workers Today 1976. Minority Workers: A Statistical Overview. The Earnings Gap Between Women and Men 1979. 20 Facts on Women Workers 1979.

Follow-up Activities

1. Students develop list of 10 or more famous minority women, e.g., Afro-American, Mexican American, Asian American, Native American, Puerto Rican American, etc. studies then write the person in an interview guide format asking them how they achieved their success. A good source of names is Who's Who in American Women found in most public libraries. Another source of information is local minority group newspapers who often spotlight famous and accomplished minority persons.

2. Students read biographies of famous women, both minority and White, and compare how these women managed to overcome sex and/or race discrimination.

3. Students develop a list of traditional men's jobs and women's jobs and compare them for median income.

4. Students role play scenarios where they have to respond to sex and race discriminating remarks in the workplace and in a job interview.

Suggested Readings

Almquist, Elizabeth. Minorities Gender and Work. Lexington, Massachusetts, Lexington Books 1979.

Belen, Edna Acosta. The Puerto Rican Women. New York. Praeger Publishers 1979.

Jordan, Barbara and Shelby Hearon. Barbara Jordan: A Self Portrait. New York, Doubleday and Company 1979.

Lerner, Gerda. Black Women in White America: A Documentary History. New York, Vintage Books 1973.

Pomroy, Martha. What Every Woman Needs to Know About the Law. New York, Doubleday and Company 1980.

Samuels, Catherine. The Forgotten Five Million: Women in Public Employment: A Guide to Elementary Sex Discrimination. New York, Women's Action Alliance 1975.

U.S. Department of Labor publications (see page #2).

BACKGROUND INFORMATION

DIRTY HANDS

Objective

To give students an understanding that civil rights laws prohibit sex discrimination in employment and can be used by women to stop on the job sex discrimination.

Synopsis

Vera Jamison, a young woman attending the High School of Printing accidentally gets assigned to the printing program instead of journalism, the course of study she requested. Vera discovers that she enjoys studying printing and decides to get on-the-job experience by enrolling in the student work study program. Vera is assigned to a printing shop where the boss doesn't believe she can do the work because she is a female. Vera persuades him to judge her as a worker and let her show him what she can do. She is assigned to the composing room, but when she asks to work in the production shop, the boss refuses on the grounds that women cannot run the big presses. Vera considers filing a sex discrimination complaint against the printer under Title VII of the Civil Rights Act, but doesn't feel ready for that. She decides to continue working at the shop part time while she goes to college and hopes that her good work will help the boss to see women in a new light.

Background

Sex discrimination in employment is prohibited by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Act of 1972. Title VII also prohibits discrimination on the basis of race, color, religion and national origin. It applies to all public and private employers of fifteen or more persons including public and private educational institutions, state and local governments, public and private employment agencies and labor unions. Religious institutions, however, may be exempt from the provisions of Title VII where the employment of persons of a particular religion is necessary to carry out the purposes of the institution.

Sex discrimination in employment may be overt and covert. Overt discrimination exists where specific personnel policies deny equal employment opportunity on the basis of sex. That includes such personnel practices as different job qualifications for women and men performing identical or similar jobs, lower wage scales for male and female workers performing similar functions on the job, and exclusion of males or females from job titles.

Covert discrimination need not be intentional, but still serves to deny equal employment opportunity on the basis of sex. Covert discrimination may occur in systems, patterns, practices and policies that appear to be sex neutral, but results in discrimination based on sex. For example, requiring managers to be six feet tall or taller is a form of covert sex discrimination since very few women are that height. Title VII of the Civil Rights Act of 1964 prohibits overt and covert sex discrimination. Other

examples of discrimination forbidden by Title VII include: maintenance of sex segregated shops, advertisements specifying "help wanted female and help wanted male" and separate promotional ladders for women and men.

A complaint of sex discrimination may be filed with the Equal Employment Opportunity Commission (EEOC) by the person who believes her/himslef to be the subject of discrimination prohibited by Title VII. EEOC has seven regional offices one in each of the following cities: 1)Atlanta, Georgia, 2)Chicago, Illinois, 3) Dallas, Texas, 4) Kansas City, Missouri, 5)New York, New York, 6) Philadelphia, Pennsylvania, 7) San Francisco, California. The main office of EEOC is located at 2401 East Street, NW, Washington, D.C. 20506. Inquiries about sex discrimination civil rights laws should be addressed to that office.

References

U.S. Commission on Civil Rights, A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination, 1976. Clearinghouse Publications #46;available from U.S. Commission of Civil Rights, Washington, D.C. 20425.

Follow-up Activities

1. Students role play a scenario in which persons refuse a job assignment because of sex discrimination. Actor must decide whether to object to sex discrimination, file a sex discrimination complaint or try to convince the boss to change.

2. Invite a speaker from a sex equity advocacy group, Office for Civil Rights, and/or U.S.Equal Employment Opportunity Commission, New York City Division of Human Rights to address students and describe procedures for filing a complaint, topics of complaints they receive and other alternatives available besides filing a sex discrimination case.

3. Students report of history of civil rights movement and develop historical time line identifying civil rights laws vis-a-vis other major historical events.

4. Students report on famous women who have fought for civil rights issues such as Mary Wollstonecraft (1759-1799), Susan B. Anthony (1820-1904), Emma Goldman, Shirley Chisholm and Barbara Jordan.

Suggested Follow-up Reading

Weissman, Michaele and Carol Hymowitz. A History of Women in America, New York Bantam Books 1978 Paperback.

Rossi, Alice S. The Feminist Papers from Adams to deBeauvoir, New York, Bantam Books 1978 Paperback.

Equal Employment Opportunity Commission, Laws and Rules You Should Know, Equal Employment Opportunity Commission, Washington, D.C. 20506 Paperback.

U.S. Commission on Civil Rights A Guide to Federal Laws and Regulations Prohibiting Sex Desegregation Clearinghouse Publication #46, July 1976.

Samuels, Catherine. A Guide to Eliminating Sex Discrimination 1975
The Forgotten Five Million: Women in Public Employment. Women's Action Alliance Paperback.

BACKGROUND INFORMATION

CUTTING WOOD - BUILDING OPPORTUNITIES

Objective

To give students an understanding that non-traditional blue collar trades are occupational choices that offer women many benefits.

Synopsis

Jackie Jefferson, as part of the Cooperative Education Program, works in the carpentry shop at AT&T. Her boss, Mr. Sullivan, urges her to apply for a full time job as a carpenter at AT&T after she graduates from high school. Jackie thinks that would be difficult because working in an all male atmosphere doing work that is traditionally done by men makes her feel uncomfortable. Jackie's parents want her to be a nurse, a job in which she would wear "a nice white uniform," and follow the footsteps of her aunts. Jackie's Co-op counselor tells her about the Allcraft Center, an organization that trains women to be carpenters, plumbers and electricians. Jackie speaks with the founder, Joyce Hartwell. She reminds Jackie that women have been skilled craft workers, making objects for their families since the beginning of history. She also says that increasing numbers of women are getting into craft unions, and that carpentry opens avenues to other jobs including architecture and engineering. After her talk with Joyce Hartwell, Jackie decides to think about being a carpenter. Her decision and behavior inspires her girl friend, Charmaine, to go to the Co-op Program and request an assignment in an air conditioning repair shop as an air conditioning repair person trainee.

Background

The number of women employed in occupations traditionally held by men rose by 2.4 million, nearly doubling between 1971 and 1979. The number of women in predominately male blue and white collar fields as craft workers, laborers, managers and administrators and in such occupations as computer specialists, attorneys and physicians rose by 94 percent between 1971 and 1979. The percentage of women employed in predominately male fields increased from 7 percent in 1971 to 12 percent in 1979.

However, most women continue to work in traditional female occupations. In 1979, nearly 26½ million or two thirds of all women workers were employed in predominately female jobs. For example, in 1979, women workers accounted for 95 percent of the people employed as nurses, sewers and stitchers, typists, receptionists, private household servants, kindergarten teachers, child care workers and secretaries.

In summary, it appears that sex stereotyping of occupations as male or female appears to continue to be present in the labor force. Female and male workers are beginning to cross over sex stereotyped job lines, but the non-traditional worker continues to represent only a small proportion of American workers.

References

U.S. Department of Labor, Bureau of Labor Statistics Press Release, May 15, 1980 "Number of Women in Traditionally Male Jobs Up 2.4 Million in the 1970's."

Follow-up Activities

1. Students choose a non traditional occupation that they are interested in entering or learning about. For example, a male student might collect information about nursing and a female student investigate job opportunities working conditions and benefits of being an auto mechanic.

2. Speakers from craft unions and construction occupations should be invited to class to discuss entry into occupation, union, apprenticeship programs and opportunities for female workers. Occupational unions to be contacted include bricklayers, carpenters, cement workers, construction laborers, electricians, floor covering installers, ironworkers, plasterers, plumbers sheet metal workers etc.

3. Students should be taken on field trips to c nstruction sites to view different types of craft workers and interview them on the job.

4. There are numerous organizations that recruit and or provice information about employment opportunities for women in nontraditional occupations.

Recruiting/Training Programs

The following organizations operate national programs to recruit and prepare individuals for apprenticeships and other skilled blue-collar work. Several have special programs or components for women.

Human Resources Development Institute
AFL-CIO
815 16th Street, N.W.
Washington, D.C. 20006

The employment and training arm of AFL-CIO which operates apprenticeship outreach programs for minorities and women. Programs sponsered by local building trades councils.

National Urban League
Labor Education Advancement Program (LEAP)
500 East 62 Street
New York, N.Y. 10021

Recruits and places minorities and women in skilled jobs and apprenticeships through LEAP programs in cities acrss the country.

Opportunities Industrialization Centers of America (OIC's)
Broad and Thompson Streets
Philadelphia, Pa. 19121

OIC's operate in many cities to provide programs to motivate train, and place community residents in manufacturing and industrial jobs.

Recruitment and Training Program (R-T-P), Inc.
162 Fifth Avenue
New York, N.Y. 10010

Operates local outreach and placement programs for minorities and women in skilled nontraditional jobs and apprenticeships.

SER - Jobs for Progress, Inc.
(Service - Employment Redevelopment)
9841 Airport Boulevard
Suite 1020
Los Angeles, California 90045

Offers outreach, training, counseling, and jobhunting skills training for minorities and women, particularly for Hispanics through local SER projects.

Additional References

U.S. Department of Labor, Bureau of Labor Statistics. Jobs For Which You Can Qualify If You're a High School Graduate, 1979 - bulletin

U.S. Department of Labor, Office of the Secretary, Women's Bureau. "Sources of Assistance for Recruiting Women for Apprenticeship Programs and Skilled Nontraditional Blue Collar Work". July, 1978 -bull.

WOMEN'S ORGANIZATIONS

This is a partial listing of organizations that are interested in increasing opportunities for women in apprenticeship programs and non-traditional skilled jobs. They are frequently a good source of information about local sources for recruiting women. You can check in the white pages of your local telephone directory, or write to the national offices for information about local chapters.

Coalition of Labor Union Women
8731 East Jefferson
Detroit, Michigan 48214

National Association of Women in Construction
2800 Lancaster Avenue
Fort Worth, Texas 76107

National Congress of Neighborhood Women
690 Metropolitan Avenue
Brooklyn, New York 11211

National Organization for Women
425 13th Street N.W.
Suite 1048
Washington, D.C. 20004

National Women's Trucking Association
40 Pendleton Street
Charleston, S.C. 29403

Union Women's Alliance to Gain Equality
P.O. Box 462
Berkeley, California 94701

Young Women's Christian Association
600 Lexington Avenue
New York, New York 10022

MINORITY AND ETHNIC ORGANIZATIONS

These minority and ethnic organizations do not provide recruiting or placement services for employers. They are, however, concerned about expanding job opportunities, and may have helpful information about recruiting minority and ethnic group members.

North American Indian Women's Association
c/o Mrs. Hildreth Venegas
720 Spruce Street N.W.
Siseton, S. Dakota 57262

Americans for Indian Opportunity
600 2nd Street, Suite 403
Albuquerque, N. Mexico 87102

Council of Asian Pacific Org.
Los Angeles, California 90017

Japanese American Citizens' League
1765 Sutter Street
San Francisco, California 94115

Organization of Chinese American Women
3214 Quesada Street N.W.
Washington, D.C. 20015

Chinese for Affirmative Action
669 Clay Street
San Francisco, California 94111

National Council of Negro Women
1346 Connecticut Avenue N.W.
Washington, D.C. 20036

Black Women's Employment Project
NAACP Legal Defense and Education Fund, Inc.
10 Columbus Circle
New York, New York 10019

Black Women Organized for Action
P.O. Box 15072
San Francisco, California 94115

National Chicana Foundation
2114 Commerce
San Antonio, Texas 78207

ASPIRA of America, Inc.
245 Fifth Avenue
New York, New York 10016

National Council of La Raza
1025 15th Street N.W.
Washington, D.C. 20005

American G.I. Forum
Women's Programs
5475 Yale Drive
San Jose, California 95118

National Conference of Puerto Rican Women
P.O. Box 4804
Cleveland Park Station
Washington, D.C. 20008

National Association for Puerto Rican Civil Rights
175 116th Street
New York, New York 10029

National Council of Jewish Women
15 East 26th Street
New York, N.Y. 10010

B'nai B'rith Career Counseling Service
1640 Rhode Island Avenue N.W.
Washington, D.C. 20036

ON-THE-JOB TRAINING PROGRAMS

A number of unions and other organizations have Department of Labor contracts to operate on-the-job training programs to teach skills in particular crafts or trades. All of these contracts contain EEO and affirmative action clauses which require the contractors to serve minorities and women. Most of these cont actors operate training programs in several locations. Write to the headquarters address listed below for information about programs in your geographical area.

H.E. Morris
United Brotherhood of Carpenters and Joiners of America
101 Constitution Avenue, N.W
Washington, D.C. 20001
(202) 546-5091

Grady Stallsworth
Job Development and Training Department,U.A.W
8000 E. Jefferson Avenue
Detroit, Mich. 48214
(313) 926-5535

Richard L. Wilkes
AFL-CIO Appalachian Council
Operation Manpower
1018 Kanawha Boulevard East
Suite 901
Charleston, W.Va. 25301
(304) 344-8068

Fred Thierback
National Joint Painting , Decorating & Drywall Training Program
1750 New York Ave.,N.W.
Suite 502
Washington,D.C. 20006
(202) 872-0083

John E. Hauk
International Representative
Platerers & Cement Masons International Assn.
1125 17th St., N.W.
Washington, D.C. 20036
(202) 393-6569

Chuck Walter
Project Manager
Teamsters Joint Councils,40,53
Training Program
Deer Lake Campus
Fleetville, Pa. 18420
(717) 945-5135

John A. Jones
International Union of Operating Engineers
1125 17th St., N.W.
Washington, D.C. 20036
(202) DI 7-8560

Marion Parsons
Laborers' International Union of North America
905 16th St., N.W.
Washington, D.C. 20006
(202) 638-5220

John Hreha
Internationl Union of Electrical Radio and Machine Workers AFL-CIO
1126 16th Street,N.W.
Washington, D.C. 20036
(202) 296-1200

Beryl Brown
Graphic Arts International Union
1900 L St., N.W., 9th Fl.
Washington, D.C. 20036
(202) 248-6200

John A. Bell
National Tool, Die, & Precision Machining
9300 Livingston Road
Washington, D.C. 20022
(202) 248-6200

Camille Robinson
Amalgamated Clothing & Textile Workers Union
99 University Place
New York, N.Y. 10003

Vincent Abramo
International Union of Bricklayers & Allied Craftsmen
815 15th Street, N.W.
Washington, D.C. 20005
(202) 638-4316

Philip Polivchak
National Association of Homebuilders
15th and M Streets, N.W
Washington, D.C. 20005
(202) 452-0380

John A. Baker
Executive Vice President
Green Thumb, Inc.
1012 14th Street N.W.
Washington, D.C. 20005
(202) 638-2769

John Mandl
National Machine Tool Builders Assn.
7901 Westpark Drive
McLean, Va. 22101
(202) 872-7996

Joe Rowles
National Iron Workers and Employers Training Program
901 North Washington St.
Alexandria,Va. 22314
(703) 548-8501

Roscoe Hamby Jr.
International Assn. of Fire Fighters, LRP
1750 New York Ave.,N.W.
Washington, D.C. 20006
(202) 872-0460

LESSON PLAN

THE LABORATORY

Purpose

1. To increase awareness of dentistry as a career choice for women.
2. To increase student understanding of sex stereotyping and racism.
3. To prepare students to handle job conflicts.
4. To understand the importance of interpersonal relationships in job success.

Procedure

Prior to listening to radio program or tape:

1. Ask for volunteers to role play the situations below. If role play has never been done before, discuss the process.

   #### Situations

   a. A new student from the West Indies enters an eighth grade class. Every time an explanation of an activity is given, the student says that he/she does not understand. The class is getting restless. What happens? Why?

   b. The principal of a school is told by parents that they don't want their child taught by a foreign born teacher, especially a woman. Why do the parents feel this way? What should the principal do?

   c. Archie Bunker finds out that Meathead (his son-in-law) is organizing a fund raising campaign to help find the Atlanta murderer. How does Archie react? Why?

   Adapted from: Farris, Charlotte, Expanding Adolescents' Role Expectations, Community Service Education Department, N.Y.S. College of Human Ecology, Cornell University.

2. Divide class into small groups. Have each group be responsible for a role play. Before the role play, ask students to try to explain why they think the situation has arisen, and find a solution.
3. Each group does role play.
4. After role play, discussion is held about cause of each problem and solutions.

Answers for cause of each problem:

Causes in a. - Cultural prejudice, language barrier, class insensitivity. Class needs to be taught tolerance and sensitivity to different cultures.

Causes in b. - Sexism and racism.

Causes in c. - Bigotry and racism.

Purpose of exercise is to raise consciousness regarding racism and sexism which are major problems in "The Laboratory".

5. Ask class to look at vocabulary list. From this list ask the students to tell you where the radio play takes place (a dental laboratory) and what some of the problems are that are treated in "The Laboratory" (racism, sexism). Which words on the list give the best clues?

Do you know the correct meanings of these words? Match the words in Column A with the definitions in Column B:

_____1. dentures	a. a tooth with rounded or flattened surface
_____2. garbled	b. detailed presentation of a plan
_____3. casting aspersions	c. having narrow minded, prejudiced opinions
_____4. arrogant	d. general outline
_____5. mutual	e. machine that compresses or squeezes together
_____6. orthodontia	f. trembling motion
_____7. molar	g. to bring two parties together
_____8. bigoted	h. thinking a lot of oneself
_____9. orientation	i. a branch of medicine dealing with irregularity of teeth and correction
_____10. compressor	j. a set of artificial teeth
_____11. vibrations	k. unclear
_____12. specifications	l. to attack with false charges
_____13. mediating	m. having the same feelings

6. Introduce radio program or tape for "The Laboratory".

Celia Jason is studying to be a laboratory technician at Clara

Barton High School. She is working at the Lockwood Laboratories as a technician through the Cooperative Education Program at her school. The story opens with Celia's first day on the job. She meets Ms. Duffy, secretary; Dr. Ramsey, dentist; Joe, another technician. It doesn't take long for Celia to become aware of some serious problems at Lockwood.

As you listen try to find out the following:

a. What is the relationship between Dr. Ramsey and Ms. Duffy?

b. Why does this problem exist?

c. Is Ms. Duffy a victim of racism and sexism?

d. Did WOMEN BREAK THROUGH in this program?

Summary

What do you suggest? Write a letter to Dr. Ramsey suggesting a solution for his problem with Ms. Duffy. Tell him whether or not you agree with Celia.

Extra Assignment

What do you know about dentistry as a career for women? Read the information below. Do you think dentistry is a good career choice for a woman? Why? Why not?

When Linda Smith had to wear braces in high school, she disliked it so much that she thought about going to dental school and inventing invisible braces. Today she is employed as a dentist with the Fulton County Health Department in Atlanta, Georgia, and has a private practice with another dentist, Dr. Lewin R. Manly Jr. One weekend a month, she serves as a dentist in the Army Reserves.

Dentristry is a career very much in demand and will be in even more demand in the future. Yet there is a shortage of minority and women dentists. However, women like Dr. Smith are changing all this.

"If a woman is not interested in setting up a private practice," Dr.Smith said, "she can find many opportunities available to her in schools, hospitals, clinics, research institutes, government programs and public health fields."

Girls who want to become dentists should concentrate on science courses - biology, chemistry, physics in high school and college. "I've always been very interested in science", she said. "Interest and desire in this area is a must if one is to succeed and get through dental school." In addition, one should be able to get through some advanced courses in math, for this background will be needed for success in physiology and bio-chemistry.

" A would-be dentist should have the quality of patience," said Dr.Smith. "Since a large numer of people are afraid, and are there because they have

to be, one must be patient. A dentist must be outgoing and able to get along with others. She should also be able to respond to emergencies and have a calm temperment, so patients can have confidence in her..."

Dr. Smith graduated from Indiana Central College and Indiana University School of Dentistry. She feels the importance of education cannot be over-emphasized. When we're young, we really don't appreciate what education can do for us and how important it is. When you are competing with others, it is to your advantage to be prepared, and about the only way to be prepared is to study hard and get the necessary education in your field of interest. When you attempt to enter a male-dominated field, you cannot be timid. You should be assertive.

Adapted and excerpted from: Girls Can Be Anything They Want, Patricia Foote, Julian Messner, New York, 1980

For more information about dentristry as a career, read the manual entitled "Exploring Careers' - Dental Occupations, U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

LESSON PLAN

IDA. B. WELLS - INVESTIGATIVE REPORTER

ORGANIZER FOR THE FARMWORKERS UNION

Purpose

1. To make students aware of the non-traditional jobs women have held.
2. To introduce students to women who have been and are leaders in their society.
3. To recognize the quality of leadership in people.

Procedure

1. Ask students to react to the following:
   a. Head of family
   b. President
   c. Owns land
   d. Supplies food
   e. Holds office

   Then ask whether the answers were based on sex - males in some roles, females in others.
2. Have students read Introductory Paragraphs on Tiwi, Hopi, Iroquois, and fill in chart.
3. Discuss chart and discussion questions.
4. Read lists of women leaders.
5. Introduce Ida B. Wells and Jessie Lopez De La Cruz.
6. Listen to radio program or tape.
7. Discuss leadership qualities and differences between Ida and Jessie and those around them.
8. Discuss work both women chose to do.
9. Review assignment.

BACKGROUND INFORMATION

IDA B. WELLS - INVESTIGATIVE REPORTER

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Women Leaders Who Worked at Obtaining and Protecting Civil Rights

Introduction:

When we are born, we take our father's name. We trace our family through our fathers. Men are seen as responsible for "providing" for the family and indeed for running the world. As we listen to the WOMEN BREAK THROUGH radio programs or tapes on Ida B. Wells and Jessie Lopes De La Cruzentitled"Ida B. Wells, Investigative Reporter" and "Organizer for the Farmworkers Union", and as we become aware that our society is examining roles traditionally played by males and females, it might be helpful to keep in mind that there are and were non-traditional jobs in which women are and have been leaders of various groups.

Read about the roles of women in the three societies below:

Tiwi: The Tiwi live on the Melville Islands off the coast of Australia. The women of the tribe have their own hunting dogs and hunt many kinds of land animals. The girls are trained for hunting from a very early age. Girls, aged seven or eight can build a bark raft six feet long, four feet wide, and two feet deep with which to gather wild food plants in the local billabong (swamp). The women also distribute most of the food supplies. Their family groupings are determined by who their mother's mother was. The husband usually lives near his mother-in-law and helps to support her. Older women who have sons highly placed in the tribal structure may be very powerful because they have a great deal of influence over their sons.

Iroquois: The Iroquois, originally a federation of Native American tribes in the northeastern United States, took their social identity from their maternal line. Ownership of land and titles were handed down through the mothers. The basic family unit was sisters, living in a longhouse. The sisters determined who would come into the house as husbands and who would stay. They also controlled the food supply, which they handed out to the men and the children. Any man whose behavior was objectionable had to leave. The women did all the cultivation of the land and controlled who could have seeds and crop land. The adult women had their own representative on the tribal council and their influence could put chiefs and council members in or out of office. They also had the power to make the men start peace negotiations and to veto declarations of war. Since the warriors did not hunt while they were carrying on warfare, they depended on the women to give them food supplies for their campaigns.

Hopi: In the Hopi Indian Tribes of the southwestern United States, the girls inherit the family house, which is owned by their mothers. The men go to their wives' households, where the mother of the wife is the ultimate authority. Women can request their husbands to leave at any time. All household goods, land and produce belong to the women and the husbands cultivate the wives' fields. It is the girls who make the marriage proposals, and their wedding robes are woven by the male relatives of their husband-to-be.

Tiwi and Iroquois from: Female of the Species. Martin, M. Kay; Voorhies, Barbara, Columbia University Press, New York and London,1975.

Hopi from: "Male and Female in Hopi Thought and Action", Alice Schlegel in Sexual Stratification: A Cross Cultural View, Alice Schlegel,ED., Columbia University Press, New York, 1977

What powers did women have in the three cultures described above? Fill in chart below.

Powers In	Tiwi	Iroquois	Hopi
Work			
Family Responsibility			
Position in Society			

Discussion: Review chart.
Do women in our society hold similar positions in work, family responsibility, and position in society?

Positions Women Hold In Our Society:

Heads of State
Queen Elizabeth II of England
Queen Juliana, Queen Beatrix of the Netherlands
Queen Margrethe II of Denmark
(Princess Victoria II of Sweden will inherit the throne now that the Swedish Parliament amended the Act of Succession to allow the oldest child, male or female, to succeed to the throne.)

Heads of Government (Prime Minister, etc.)
Margaret Thatcher of England
Indira Gandhi of India

Golda Meir of Israel, 1969 - 1974
Maria de Lourdes Pintasiligo of Portugal
Sirinavo Bandaranaike of Sri Lanka (Ceylon)

Women Protectors

National

Major-General Mary Clark, Commander of the U.S. Military Police School and Training Center, Fort McClellan, Alabama.

Brigadier-General Hazel Johnson, Chief of the Army Nurse Corps.

Rear-Admiral Maxine Condor is Director of the Navy Nurse Corps.

Brigadier-General Margaret A. Brewer is Director of Information for the Marine Corps.

The United States Military Service Academies graduated their first women officers in the Army,Navy and Marines in 1980.

State

80 women participate in on-the-road patrols as members of California's Highway Patrol.

39 female troopers are members of the New York State Police.

38 females work as troopers for the Pennsylvania State Police.

New Jersey has 32 females on its State Police Force.

City

Deputy Chief Gertrude Schimmel is one of the highest ranking officers in the New York City Police Department.

As of 1980, there were 460 women officers in the New York City Police Department.

Five women were appointed firefighters in Buffalo in 1980.

Women Nobel Peace Prize Winners

Baroness Bertha von Suttner, 1905; wrote extensively concerning pacifism, formed Austrian Peace Society.

Jane Addams, 1931; co-founded Hull House, famous settlement house in Chicago.

Emily Balch, 1946; American pacifist leader, against American entry into World War I, formed Women's International League for Peace and Freedom.

Maread Corrigan and Betty Williams, 1976; for their work in trying to promote peace amond Protestants and Catholics in Ireland.

Mother Teresa of Calcutta, 1979; for her work among the poor and sick of India.

Transition: Two women not on the lists who were also leaders:
Ida B. Wells and Jessie Lopez De La Cruz

Ida B. Wells, Investigative Reporter and Jessie Lopez De La Cruz, Organizer for the Farmworkers Union, are two examples of women who have been leaders and took action when women were not expected to. They were both fighters for civil rights and protested injustice and evil. They are similar to women who won the Nobel Peace Prize and Who Protect Us. Ida B. Wells fought racial injustice through her writing at a time when women were not investigative reporters, and Jessie Lopez De La Cruz fought injustice to Mexican/Chicano migrant workers by being a union organizer. Jessie, in particular, took a non-traditional role, and did it over the objections of her husband.

Listen to radio program or audiotapes.

Discussion:

After listening to the programs or tapes, list the qualities of a leader. How were Ida and Jessie different from many of the people around them?

Did women break through in this program? Explain.

Assignment:

1. Write a paragraph on the following:

   Do you think we will see a Woman President in your lifetime?

2. Interview a member of your family or one of your friends and ask them if they think we will see a Woman President of the United States in the next 50 years. Write down their answers.

Lesson adapted from Project SEISMIC Manual- Curriculum. Case/IRDOE CUNY Deanne Chitayat, Anita Baskind, Robert Miller, Harvey Lieberman.

LESSON PLAN

PAINTING CARS

Purpose:

1. To understand the influence others (friends, relatives) have on our career choice.

2. To be aware that we have expectations about which jobs are suitable for males and females.

3. To be aware that our stereotyped expectations about job capabilities are not always valid.

4. To be aware that some people have found non-traditional jobs very rewarding.

5. To be aware that non-traditional career choices can arouse negative feelings in our peers.

Motivation :

If your car needed body work done on it (i.e. a paint job) would you go to a woman for this kind of work? Why? Why not?

Who would you go to in each of the following instances? Please check M (Male) or F (Female)

	M	F
1. fix vacuum cleaner	___	___
2. use hand tools or fingers to repair appliances like typewriters	___	___
3. drain car oil and replace it with clean oil	___	___
4. take orders and serve food in restaurants	___	___
5. listen to sounds of machines in order to locate trouble	___	___
6. take dictation and type correspondence	___	___
7. measure and cut electrical wire	___	___

3. What are Marvell's career goals?

4. How does her family feel about what she's doing? Paco? Mr. Eisen? Mr. Simmons?

5. Do the opinions of others influence us in our career choices?

6. How would you have handled Marvell's situation?

7. Did a woman "break through" in this story? Explain.

Adapted from:

Project SEISMIC - Lesson Overview 3: Non-traditional careers
Lesson Overview 4: Peer support for non-traditional choices.

LESSON PLAN

THE HEARING AID

Purpose:

1. To become aware of the abilities of disabled people and the job opportunities open to them.
2. To explore personal attitudes (pro and con) toward the disabled.
3. To become aware of work problems and the disabled.

Procedure:

Prior to listening to the radio program or the tape, have the group consider the following:

> You are the personnel manager of a computer company, and you have just interviewed a person to work in an office who has a hearing handicap. What would you recommend? Would you hire her/him? Why? Why not?

During the discussion, try to elicit:

1. Disabled people have abilities.
2. Disabled people sometimes take more time to do a job than a non- disabled person.
3. It is often difficult for a disabled person to obtain a job.
4. There is prejudice toward disabled people in social and work settings.

Ask student to rank in order of 1-3 which type of disabled person they would be most comfortable with; least comfortable with

1. Most comfortable 2. No opinion 3. Least comfortable

Physical disability _____

Hearing loss _____

Sight loss _____

Emotional problem _____

Question: Have you ever seen anyone show prejudice toward a disabled person? Give examples.

In the radio program THE HEARING AID, Sandy Ortiz has a serious hearing problem which affects the way she feels about herself and the way others feel about her.

Listen to the radio program or the tape and review the following questions:

1. How do you know what Sandy's handicap is?

2. Can you always tell when a person is disabled?

3. How does Sandy deal with her disability? Give examples.

4. Why did the kids call Sandy "ear plug" and "elephant ear"? What do you think of such behavior? Do you ever hear name calling in school? Where? When?

5. How does Sandy feel about her hearing problem?

6. Is Sandy able to function on the job? At what level?
   She can do the work_____
   She can't do the work_____

7. How does Robert treat Sandy? Is he fair or unfair? Explain.

After listening to the radio program or tape and discussing the questions, have the students do one of the following:

1. If you know a disabled person, interview him/her about the ways they manage on the job. Is there prejudice? How is it handled?

2. Write a letter to Robert telling him what you think of his behavior toward Sandy.

3. If you were an employer and had handicapped workers on your staff, how would you help non-disabled people work smoothly with them? List three activities you would have everyone participate in.

4. Think of a movie, TV show, or story you know that deals with the disabled. Briefly describe the disabled person, and how he/she was able to cope with the disability.

TEACHER TRAINING PROGRAM

The Teacher Training Program which opens the series WOMEN BREAK THROUGH is a panel discussion with Irma Godlin of the Bureau of Educational and Vocational Guidance, Lillian Libertoff of the Cooperative Education Program and Carol Poll, the Sex Desegregation Specialist, all of the New York City Board of Education. It airs the many ways that young minority women are breaking into non-traditional job situations, and is led by the Project Director, Cindy Raabe.

The purpose of this discussion is to make teachers, parents and guidance personnel aware of the series and to help them utilize it in their guidance classes and group meetings.

THE STUDENT PANEL

The Student Panel Program brings together three young minority women who participated in the project: Diane Bass, Vera Jamison and Jackie Jefferson. Their discussion, led by Irma Godlin and Cindy Raabe, explores their own attitudes toward non-traditional occupations and the attitudes of their families and peers. They are concerned with their own career goals and these are affected by the changes that are making it possible for young minority women to enter fields which have been traditionally closed to them.